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ABSTRACT

This sixth in a series of six learning modules on student vocational organizations is designed to assist secondary and postsecondary vocational teachers in understanding and using contests to promote student growth. The terminal objective for the module is to guide participation in student vocational organization contests. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading (covering descriptions of six national student organizations, with focus on the contests and recognition activities offered by each organization), self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objectives. (The modules on student vocational organizations are part of a larger field-tested series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas.) (SH)

ED149119

MODULE

H-6

Guide Participation in Student Vocational Organization Contests

MODULE H-6 OF CATEGORY H—STUDENT VOCATIONAL ORGANIZATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 355

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

The basic philosophy of all student vocational organizations is to provide activities, events, learning situations, and opportunities for growth for the students enrolled in vocational education. Competitive events, contests, and recognition activities are examples of activities that stimulate and motivate student interest in vocational and occupational excellence. These activities also influence a student's interest in his/her personal growth and provide experiences that assist in healthy adult development.

Skill and excellence are recognized and encouraged in American society. Competitive activities and recognition events are opportunities for members to test their skill and leadership capabilities with fellow club members. (It should be noted that some organizations refer to the local unit as a "chapter" and others as a "club"; in this module, the terms are used interchangeably.) These activities also provide students with a sense of accomplishment as they participate in events that measure their progress toward specified goals. Continued experiences in such activities bring the student closer to achieving his/her full potential and provide valuable feedback for instructional evaluation.

The student vocational organization advisor should be prepared to guide his/her chapter in participating in the competitive or recognition events common to the organization. This module is designed to assist you in understanding and using contests to promote student growth.

ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as an advisor in an actual school situation, guide participation in student vocational organization contests. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts, steps, and procedures involved in guiding participation in student vocational organization contests (*Learning Experience I*).
2. Given several case studies describing how hypothetical advisors guided participation in student vocational organization contests, critique the performance of those advisors (*Learning Experience II*).

Prerequisites

To complete this module, you must have developed a personal philosophy concerning student vocational organizations, and you must have competency in establishing a student vocational organization. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Develop a Personal Philosophy Concerning Student Vocational Organizations*, Module H–1
- *Establish a Student Vocational Organization*, Module H–2

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

The official handbook for the student vocational organization in your service area to review.

Contests and awards information provided by the state and national organizations to review.

Optional

A student vocational organization whose local competition you can observe.

A student vocational organization advisor experienced in preparing students for contests with whom you can consult.

A student vocational organization member with whom you can discuss contest participation.

Learning Experience II

Optional

1–5 peers to role-play club members to whom you are explaining contest opportunities.

Audiotape equipment for taping and self-evaluating your presentation.

Learning Experience III

Required

An actual school situation in which you can guide participation in student vocational organization contests.

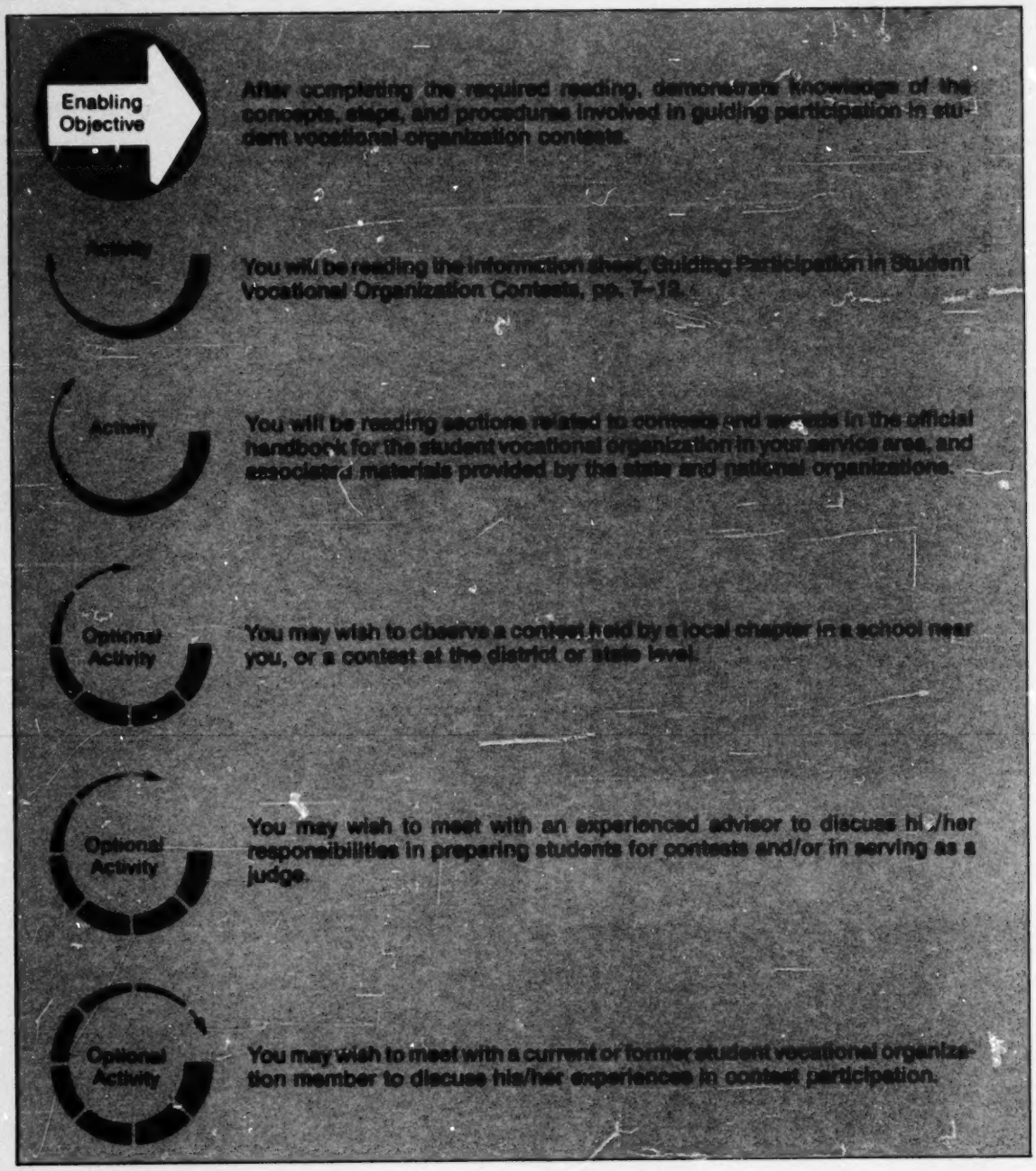
A resource person to assess your competency in guiding participation in student vocational organization contests.

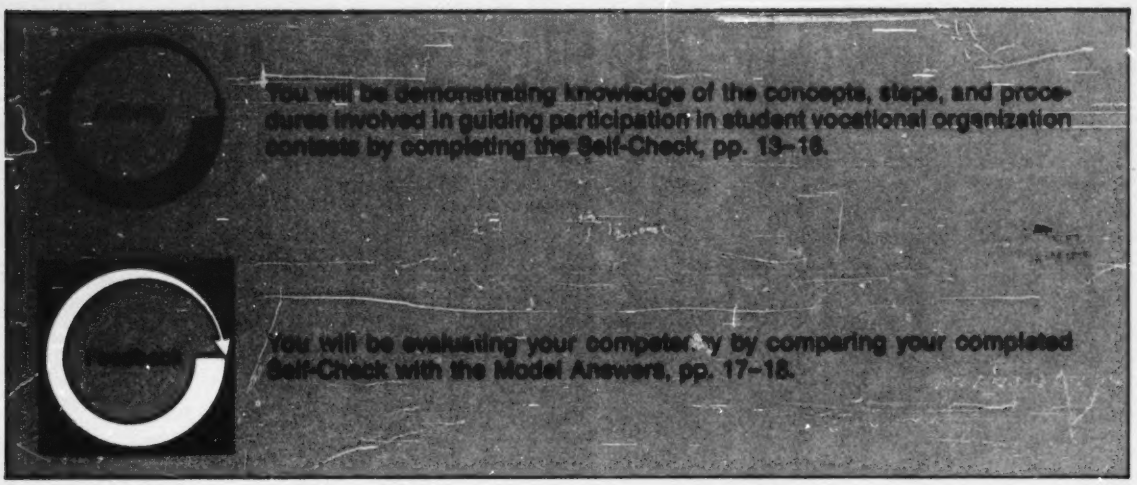
This module covers performance element numbers 294–297 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the concepts, steps, and procedures involved in guiding participation in student vocational organization contests.
Activity
You will be reading the information sheet, Guiding Participation in Student Vocational Organization Contests, pp. 7–12.
Activity
You will be reading sections related to contests and awards in the official handbook for the student vocational organization in your service area, and associated materials provided by the state and national organizations.
Optional Activity
You may wish to observe a contest held by a local chapter in a school near you, or a contest at the district or state level.
Optional Activity
You may wish to meet with an experienced advisor to discuss his/her responsibilities in preparing students for contests and/or in serving as a judge.
Optional Activity
You may wish to meet with a current or former student vocational organization member to discuss his/her experiences in contest participation.


You will be demonstrating knowledge of the concepts, steps, and procedures involved in guiding participation in student vocational organization contests by completing the Self-Check, pp. 13–16.
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 17–18.

Activity

For information concerning the contests offered by the various service areas, your role in preparing students for this competition, and your role in competitive events beyond the local level, read the following information sheet:

GUIDING PARTICIPATION IN STUDENT VOCATIONAL ORGANIZATION CONTESTS

As with the other activities available through the various student vocational organizations, competitive events and recognition programs generate student motivation and interest. The unique feature of these particular activities is their relationship to the actual occupational endeavor.

Some contest activities actually test students' occupational skills. Leadership events test the students' readiness to work cooperatively and to function with other personalities in a work environment. These competitive situations place the student in environments that in many respects resemble the real world. Competition experienced in a controlled contest environment can assist the student to cope with situations which he or she will probably face in the real working world.

Contest Activities

It is impossible to cover here all contests and recognition activities offered by the various student vocational organizations. Some contests are designed for the entire club membership, such as "award of merit" or "chapter of the year" awards. Others involve teams or groups of members, such as parliamentary procedures teams or safety award committees. Still other contests involve individual contestants, such as public speaking, job application, hair styling, and typing contests. Each advisor needs to become thoroughly familiar with the specific competitive and recognition events common to his/her student vocational organization by studying the official handbook and associated materials provided by the state and national organizations.

FFA.—The Future Farmers of America (the oldest of the student vocational organizations) has, through the years, developed and initiated many vocational contest activities, both in the agricultural field and in the area of leadership and personal growth. Many of the FFA leadership activities have served as models for similar contests in the other student vocational organizations. These activities include parliamentary procedure; public speaking; job interview; secretary, treasurer, and reporter's notebook contests; and other activities specific to leadership in the agricultural field.

The contests related to vocational agricultural knowledge include individual demonstrations of proficiency in various farming occupations, and team events involving the "team judging" of livestock, farm products (meat and dairy products), agricultural mechanics, and horticulture.

FHA/HERO.—The Future Homemakers of America and Home Economics Related Occupations have not emphasized competition as one of their original objectives. Their philosophy suggests that the emphasis should be on how the student **feels about** his or her **accomplishments,** rather than on such things as scrapbooks, written essays, contests, etc.

Therefore, the activities of the FHA/HERO have been directed toward **recognition** events that rate students on a predetermined scale rather than compare them with other students. These proficiency activities have emerged as a principle function of the organization. However, state and local chapters are encouraged to initiate and carry out activities that serve the needs of particular situations.

DECA.—The Distributive Education Clubs of America have developed a series of events and activities that serve the needs of the marketing and distribution student. Similar to the FFA, DECA has both leadership and skills contests. The leadership activities include public speaking, job interview,

and outstanding student recognition. The skills contests related to the field of marketing include sales demonstrations, marketing projects (covering the various fields of distribution), and individual studies in specific product lines such as petroleum, foods, home furnishings, etc.

FBLA.—The Future Business Leaders of America also offer opportunities in leadership and skills areas. Aside from the typical leadership contests (public speaking, etc.), the organization offers technical and skills events in typing, shorthand, bookkeeping, etc. These skills contests provide students opportunities to test their knowledge and skills in situtations that resemble real work situations.

VICA.—The Vocational Industrial Clubs of America have, in their relatively short history, developed both leadership and skills events that relate to the more than one hundred occupational areas served by trade and industrial education. As in other youth groups, VICA leadership contests include public speaking, job application, parliamentary procedure, etc. The skills events directly relate to competency in specific occupational areas, such as cosmetology, health occupations, machine trades, building trades, service occupations, etc.

OEA.—The Office Education Association provides activities and events that relate to leadership and occupational competencies in secretarial and business skills, including allied skills related to business computer operation. The competitive events are classified as cluster or non-cluster contests. The cluster contests relate directly to accounting, stenography, typing, data processing, communication, etc. The non-cluster areas cover leadership activities such as job interview, prepared verbal communication, parliamentary procedure, chapter manual, etc.

Preparing Students for Competition

It is important to review the contest activities of each of the state organizations, because many of the state level activities include areas not offered at the national level. DECA, for example, offers a competition in business vocabulary at the district and state levels, but not at the national level. Each advisor should be aware of these variations. Also, because emphasis on competitive activities continues to increase, you need to frequently check both state and national communications to keep up to date on new events and contests.

The scope and variation in the many activities of the student vocational organization give all students a chance to participate and be recognized. As mentioned, some activities involve the **whole club,** or a **team** of students, not one **individual** competitor. Other activities recognize **all participants,** not only the winners. In the VICA Safety Award Program, for example, each local chapter receives a certificate of participation. In addition, gold, silver, and bronze awards are given to the outstanding participants. It is, therefore, important for you to be well informed about all competitive opportunities so that you can assist students in selecting activities appropriate to their interests and abilities.

You should discuss, at length, the various events and activities available to members. Your enthusiasm for competitive activities can generate similar enthusiasm in students who might otherwise never think of themselves as participants. Some techniques you can use are slide/tapes and/or films depicting contests and contest winners, presentations by former participants, and displays of the various plaques and medals that are awarded.

These experiences give members a concrete idea of what it means to participate in competitive activities—the hard work, the fun, the rewards. Students should be counseled and adequately informed so that their selections of contest areas are based on a knowledge of what will be expected of them in terms of time and effort.

You are an important link in the chain of activities and preparation necessary to ready students for entry into the contest or recognition areas. The Ohio OEA Handbook informs club advisors that—

> . . . much teaching should be done in working with members in getting ready for contests. The contest is the teacher's golden opportunity to do further teaching and to guide the boys and girls to evaluate their products and performance.[1]

Quite often, this preparation can be accomplished through **regular classroom instruction.** For example, preparing a student to enter a typing contest in the FBLA or OEA organizations would fit well within the business teacher's classroom objectives. Preparing a student to enter a job application contest would correlate with related instruction in any vocational classroom. In many cases,

preparation for contest activities involves a simple adaptation of the normal curriculum, highlighting certain areas that would assist students to prepare for competition.

Some competitive areas involve individual participation that goes beyond regular classroom activities. For example, students engaged in individual marketing research projects in distributive education must spend time in intensive study and exploration to gather information relative to their projects. In these cases, the contest activities provide valuable extensions of the classroom program and expand students' knowledge of the occupational specialty.

One of the most frequently overlooked aspects of contest and recognition activities is their value as opportunities for local level participation. Most **local contest** involvement emphasizes preparation for district, regional, state, and national activities. However, most of the contest and recognition events are also designed to be operated at the local level, offering competitive experiences for all of your students.

Associated with local competition should be a meaningful system of **local awards and recognition.** Strong, well-planned local activities can provide motivational experiences for your students who may never have the opportunity to compete or be recognized beyond your local club. In the interest of these students, your local situation may allow the development of a "local only" contest or recognition activity, designed specifically to serve a special local need.

Historically, local contests have been the basis for the development of some of the widely recognized state and national contests. Strong local competition is important. See that the activities of your local club include local competition with opportunities for all students to participate.

As contests and activities are planned, it is important to coordinate them with local school officials. Some school policies have a direct influence on competitive activities, and early investigation of these policies may eliminate problems as the activities are developed.

Involving local school authorities in the planning, administration, and execution of local contest events and preparation for district, regional, and state events can be very beneficial to a good working relationship between your local club and the school hierarchy. School authorities are very often interested in such activities. The potential recognition value to the school often creates interest on the part of school authorities, and the advisor should be certain to encourage administrative involvement.

As the local effort in competitive and recognition activities evolves, attention should be given to your club's participation in competitive activities at the **district, regional, state,** and **national** levels. Your students should be aware of these opportunities early in the school year to allow time for adequate preparation and registration.

Special emphasis must be given to the requirements for participation and the proficiencies needed for success in the activities. You should secure the proper forms and pre-contest rules and materials, and study them carefully. The VICA safety award program, for example, involves a six-month project undertaken by a safety committee, and requires the compiling of written evidence and other materials over a period of time. Each student should have access to the actual contest rules, timetables, and due dates for participation so that he/she will know and understand what is expected.

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1. Ohio Office Education Association, *Club Handbook* (Columbus, OH: OOEA, n.d.), p. v.

The advisor **must** be actively involved in this process and constantly checking with each student to see that the various regulations of the event are being followed. As indicated, entry into events beyond the local level sometimes requires registration early in the school year. You should be certain that these requirements and other necessary details are considered.

Preparing students for participation in contests and recognition events beyond the local level is, as previously mentioned, the responsibility of the local advisor. Naturally, your enthusiasm can motivate student interest in such opportunities. Student motivation is always necessary in preparing for such events, because of the work and dedication involved in getting ready for competition. The dedication of the local advisor is often the deciding factor in the success of individual students and the club as a whole in competitive events.

Once the participants are prepared and registered for competition, certain details relative to the actual competition must be reviewed. As with other extra-school events, school policies should be considered. Travel, housing, registration, fees, financing, etc., should be included in the planning. Most student vocational organizations have well-designed planning information that should assist in this effort. The following is a list of specific considerations in planning for participation in competitive events.

- Arrange for students (participants) to be at the site of the competition on time (or a bit early, if possible).
- Explain to the participants that they should be in good physical and mental condition to participate effectively (e.g., get a good night's sleep, take time for breakfast, etc.).
- Describe to students the appropriate dress for the occasion and make sure they have appropriate materials for the competition. This includes writing and note-taking materials for leadership events and appropriate tools and clothing for occupational events associated with their vocational program.
- Provide students with all the rules and regulations of the contest, and give them opportunity to study the rules and ask questions.
- Be certain that students listen to the special instructions given at the time of the contest.
- Review expectations relating to conduct with the students to ensure that they understand what is expected of them as competitors and conference participants.
- Build within the student an optimistic attitude. Help him/her to understand that success is within the reach of most individuals, particularly those who are prepared for it.
- Point out that participating in competition and representing your school make the student a special individual **regardless of the outcome** of the competition.

Competition and recognition events can be valuable assets in your efforts to provide successful growth experiences for your students. These activities simply add another dimension to the vocational youth organization, a dimension that can give recognition and esteem to your vocational program.

The Local Advisor's Role in District, Regional, State, and National Competition

In many cases, local advisors who have demonstrated competencies in preparing and conducting local competition and recognition events are called upon to assist in **designing, redesigning,** and **evaluating** events beyond the local level. Most student vocational organizations have used the expertise of local advisors in these capacities.

This grass-roots approach to competition development is one of the chief reasons for the success of the competitive activities of the student vocational organizations. Nearly all of the current

activities being offered by the various organizations were developed from local activities or were designed in response to local requests or needs.

Because of this approach, you should **review** current local competition efforts to see if they really contribute to the goals and purposes of vocational education, including those of the student vocational organization. Regardless of how adequate the rules and regulations may appear, there is usually room for improvement. As an advisor, it is your professional responsibility to critique these events and make your suggestions for improvement. A further responsibility of the local advisor is to **suggest activities** and competition that will enhance and expand the opportunities of his/her particular vocational youth program.

Such a review and critique can aid the various organizations in detecting possible violations of local, state, or federal legal and safety requirements. New safety laws may prohibit certain contest practices in existing events. Some events may violate local or state school policy in some areas. Whatever the case, you, as a local advisor, should evaluate each event and bring any discrepancies to the attention of the appropriate officials so that corrective action can be taken.

As indicated earlier, competitive activities at the district, regional, state, and national levels often involve local advisors who demonstrate competencies necessary for adequate administration and review. Local advisors often are key figures in these extra-school events. Some student vocational organization activities at sub-state and, in some cases, state levels are the complete responsibility of a committee composed of local advisors.

One of the key responsibilities of these **competitive committees** is to evaluate and review contest activity rules and regulations to ensure that the events are consistent with the purposes of the student vocational organization and to detect possible conflicts with safety and legal requirements or with school regulations. Many of these observations are brought to the committee's attention by local advisors questioning certain aspects of the event. Obviously, the success of a program of competitive and recognition events is largely determined by the interest and competency of the local advisor.

Many local advisors also find opportunities to be involved in competitive events as **advisors** or **judges.** This involvement is usually the result of the advisor having specific competencies or expertise in an area of competition. The instructions for the VICA Chapter Procedures contest, for example, recommend that the judges be selected from teachers who have recently trained chapter procedure teams.

The opportunity to serve in such a capacity is an honor for the teacher and gives recognition for his/her accomplishments and expertise. Generally, such an assignment is considered an opportunity to further serve vocational education and the student vocational organization. The unselfish work of the advisors working as contest officials is another reason for the outstanding success of these competitive events.

Once you have elected to assist in the capacity of a contest judge or advisor at the district, regional, or state level, you assume special responsibilities associated with the competition process. One of these responsibilities is to **judge** or advise contestants **fairly,** without any biases that might be associated with your local vocational youth program. Your primary concern must be for the operation of a smooth and fair competitive event.

As a contest judge or official, you must be certain to **review the rules and content** of the event at the district, regional, or state level. Very often, events at the district, regional, or state levels will be similar to local events with which you have had experience, but may involve specific differences arising from the scope and nature of upper-level contests. For example, the equipment, tools, or materials used at a local competition are familiar to the contestant. This, of course, is usually not the case at the upper-level contest events. Such details are important and should be given proper consideration by the individuals asked to assist in the conduct and administration of the activities.

As a judge and/or contest advisor, you should **review the purpose** of the contest to ensure that it serves the educational purposes suggested by the event. Many times in the design and detailed planning of the actual event, certain parts of the contest may depart from the original intent of the competitive event. For example, building a minor

repair problem into a typing contest may exceed the original intent of the event—to measure typing skill.

As a contest official, you should give special attention to the **explanation** of the event to the contestants. The contestants should be "fully schooled" so that contest criteria are completely clear to them. Ample time should be allowed during the pre-contest orientation for contestants to ask questions and discuss areas of concern with the contest officials. Other advisors may also have questions regarding the judging criteria—give them the same consideration.

During the contest, be certain that the **published rules** and **regulations** of the event are followed. Each local club has planned and developed its competitive activities consistent with these published regulations. Similarly, the **criteria** for the actual judging of the contest event should be closely scrutinized. As with the rules and regulations, criteria for contestant performance and judging are often included in the published contest specifications. The advisor and other contest officials should accept the responsibility to ensure a fair and honest judging effort.

Cornpetition and recognition activities have evolved as a significant activity within the programs of the various student vocational organizations. In many cases, opportunities for competition have been the basis for a student's initial entry into, or association with, a specific student vocational organization. It is, therefore, your responsibility to assist whenever possible to ensure high quality competitive and recognition activities within the various organizations.

Obtain a copy of the official handbook or manual for the student vocational organization in your service area, and study carefully any sections on contests and awards. You should become thoroughly familiar with the leadership and skill events that are available, and with the rules and regulations for each event.

In addition, obtain (through your resource person, or by writing to the state and/or national organization) and read any other materials pertaining to contests and awards provided by the state and national organizations.

You may wish to arrange through your resource person to observe a contest held by a local student vocational organization chapter in a school near you (e.g., a local club may be conducting a contest in extemporaneous speaking to determine the student who will represent the club in the district or state contest). Or, you may be able to observe the practice sessions of a team selected by a local club to compete in a regional or state contest (e.g., parliamentary procedure).

You may also wish to attend a district or state-level contest. Note the role of the advisor, judge, or other contest officials and the ways in which the event adheres to, or departs from, its stated purpose, rules, and procedures.

You may wish to arrange through your resource person to meet with an experienced student vocational organization advisor to discuss his/her responsibilities in preparing students for contests and/or in serving as a judge. You could discuss the following questions.

- How does this advisor incorporate preparation for contests into classroom work?
- How does he/she motivate members to participate in various contests?
- What, specifically, were his/her duties as an advisor or judge for upper-level contests, and how did he/she prepare for these duties?

You may wish to arrange through your resource person to meet with a current or former student vocational organization member to discuss his/her participation in contests. You could discuss the following questions.

- How did the advisor help him/her select events in which to compete?
- What methods were used to prepare for the competition?
- What did he/she personally get out of participation in the event?

The following items check your comprehension of the material in the information sheet, Guiding Participation in Student Vocational Organization Contests, pp. 7–12, and in your official handbook and associated contest materials. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What purposes do competitive events in student vocational organizations serve?

2. What is the advisor's role in preparing students for entry into local and upper-level competition?

3. Student vocational organization competition generally falls into two categories. What are these categories, and what events or types of events are usually included in them?

4. Choose one contest or award available in the student vocational organization in your service area, and explain—
   - the purpose of the contest or award
   - the organization of the competition (how contestants are selected; at what level(s) the event is held)
   - the major rules and regulations for the competition
   - the criteria for judging contestants' efforts

5. Explain the key responsibilities of an advisor or judge for district, regional, state, or national contests.

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Competitive events and awards in student vocational organizations give students **recognition** for their efforts in a variety of areas, and thus serve to motivate students to develop their abilities and to participate. Individual excellence in occupational skills and in leadership ability is promoted, as well as the ability to cooperate in a team effort. For example, an individual student may compete for an award in public speaking, at the same time that he/she is working with fellow club members to receive an award for chapter excellence.

   In addition, students are given an opportunity to test their skills and abilities in a competitive atmosphere similar to that which they will face in the working world and in life in general.

2. As in the case of other extra-school events, the advisor must be sure to check with school authorities to see that any proposed activity is not in violation of school policy. The local advisor should review with students the options available in the area of competition. His/her enthusiasm for, and understanding of, these events provide the basis for informing and advising students.

   The advisor should see that all materials, registration forms, and other contest information are available and understood to ensure adequate preparation. He/she is responsible for ensuring that all registration information is filed on time with the proper district, regional, or state officials. The vocational curriculum should include instruction and practice to assist students in getting ready for competition. (Most of these areas are often covered as normal classroom activities.)

   The advisor will need to plan and conduct the actual contest (if a local contest) or plan the details of the trip to district, regional, or state events. At the time of competition, students should be on time (or early) for competition, appropriately dressed, and equipped with the materials necessary for the contest. It is the advisor's responsibility to see that the rules and conditions of the contest event and the advisor's own expectation of the student's performance are clearly understood by the student.

3. Most contests or awards programs give recognition for either **occupational competence,** or **leadership ability.** Awards for excellence in crop farming, or typing, or advertising, or hair styling would fall in the first category. Awards for public speaking, or parliamentary procedure, or "chapter of the year," are included in the latter category.

4. Answers will vary by service area. Refer to the official handbook for your service area, and/or to any other contest materials provided by the state and national organizations.

5. Serving as an advisor or judge for upper-level competition requires a high level of competency and/or experience in the area to be judged. Beyond this, however, the advisor has certain responsibilities which he/she must fulfill if the contest is to achieve its purpose, and is to be run fairly and smoothly.

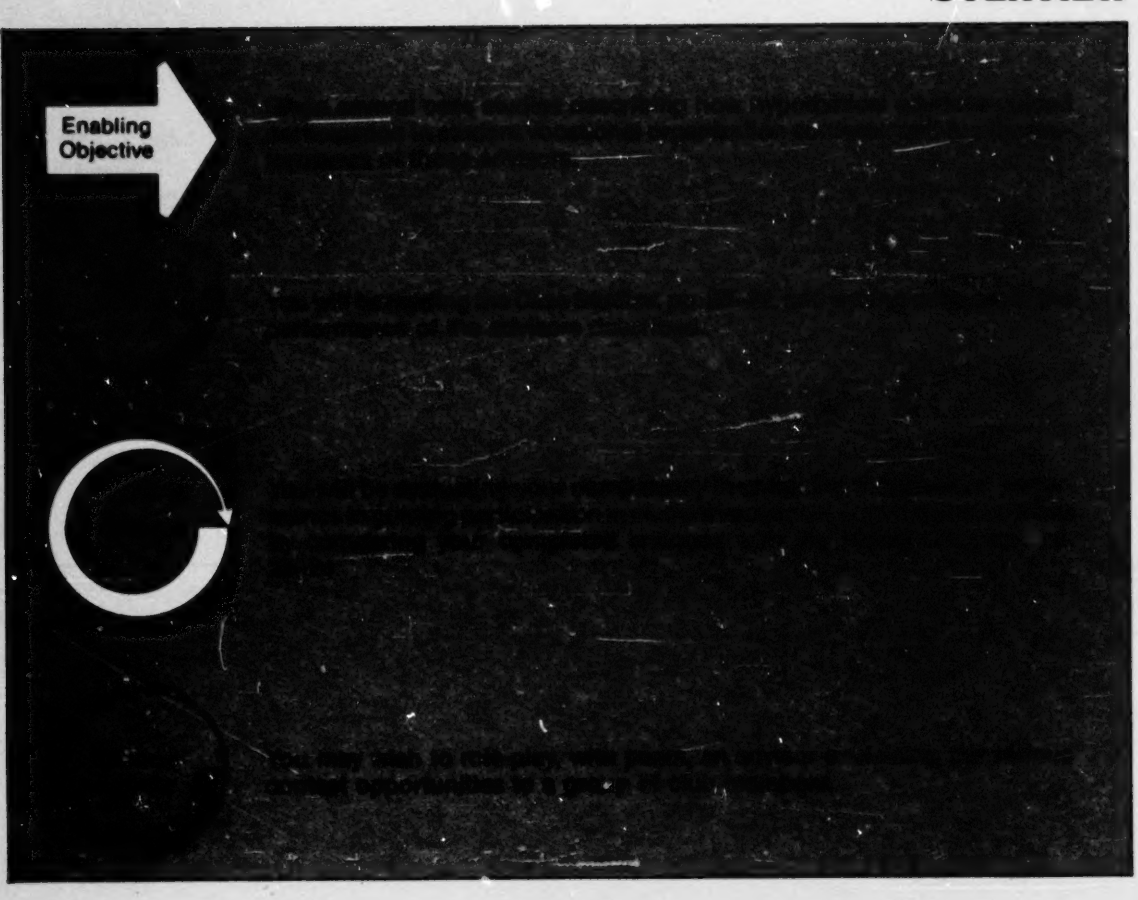
   The advisor should review the major purpose of the contest to ensure that the actual event serves the educational objectives for which it was designed. Before the contest, all contestants should be informed (or reminded) of the rules and procedure to be followed, and of the criteria to be used in judging their performance. As a judge, the advisor must follow all rules and regulations during the contest, and apply the specific published criteria to contestants' performances.

   Specific responsibilities (of judges, contest advisors, activity chairpersons, time-keepers, and other contest officials) are outlined in the instructions for each contest. Whatever his/her role, the advisor should be thoroughly familiar with these instructions, and then see that they are carefully followed throughout the contest.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Guiding Participation in Student Vocational Organization Contests, pp. 7–12, and/or in your official handbook or other contest materials, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



The following Case Studies describe how four student vocational organization advisors approached their responsibilities in guiding participation in contests. Read each of the case studies, and then explain in the space provided (1) the strengths of the advisor's approach, (2) the weaknesses of the advisor's approach, and (3) how the advisor should have treated his/her responsibilities.

CASE STUDIES

1. Mr. York, an Office Education Association advisor, has never encouraged club members to participate in district or state contests, and holds no local competition. He does not believe that "winning" should be stressed with students; he thinks it fosters jealousy and cutthroat rivalry among the participants, and feelings of inadequacy in the non-winners.

2. Ms. Rowley, a DECA advisor, believes that contests are a valuable segment of the organization's program of activities. Each year she instructs members to read the handbook and other materials she provides to familiarize themselves with the various district, state, and national contests available, and asks them to select the contest(s) they are interested in. Because she tries to promote student responsibility and self-direction, she lets them take it from there.

3. Ms. Blank, a VICA advisor, is one of the judges at the district hair styling contest. Although the published rules call for equal weight to be given to originality, adaptability, and execution in judging the contestants, Ms. Blank feels that execution is much more important than the other criteria, and rates the contestants accordingly.

4. Mr. Sukola, an FFA advisor, encourages individual members to compete for the Agricultural Proficiency Awards (for example, in dairy farming or ornamental horticulture), because this competition has a direct relationship to the occupations for which his students are preparing, and thus contributes to the purposes of the organization. He plays down the contests in public speaking, chapter safety, etc.

Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

1. Mr. York is correct in feeling that winning **for its own sake** is not a healthy or constructive goal for students. If his experience thus far with student vocational organization contests has led him to the conclusion that they stress the wrong values, this is unfortunate. But Mr. York is ignoring the real purposes and value of such competition, and is missing the opportunity to provide his students with valuable learning experiences.

   Student vocational organization contests are designed to contribute to achieving the goals of the organization and of vocational education. Properly prepared for and conducted, they help develop leadership ability and occupational excellence. They can motivate students to try harder and to participate, and they help develop students' pride in themselves and in the organization. Many contests involve **team** competition, and thus stress teamwork and cooperation. Often, **all** participants (individuals or clubs) are recognized, not only the winners. A well-run program of local competition will give all members the opportunity to do well in some activity and be recognized for their efforts.

   It is up to the advisor to see to it that students understand the purposes of competition, and to create a climate in which "winning" is kept in proper perspective.

2. Ms. Rowley has the right attitude toward the place of contests in the student vocational organization, and having members read about the competition activities available to them is a good start. It is also not a bad idea to encourage students to choose contests of particular interest to them—motivation and willingness to work hard are more likely to be present.

   But Ms. Rowley's belief that she is promoting "responsibility and self-direction" by leaving students on their own may be a bit of self-deception designed to free her from some of the work involved in advising and preparing contestants. It's hard to believe that she gives students no help at all in preparing. She probably does, but in a hit-and-miss fashion which benefits some members (the most active, aggressive, and self-directed ones) but leaves the rest looking on. If she does not hold local competitions to determine who will represent the club at district and state contests (and it seems that she does not), then how are teams and individual contestants selected?

   Probably the most active and accomplished students participate as a matter of course, thus depriving the other members of the experience of trying (and of learning a lot even if they don't make it). What about students who may lack interest in a particular contest, or who are hesitant to enter, but who have real ability? If Ms. Rowley does not give students some guidance (and encouragement) in selecting contests to enter, many valuable learning experiences will be missed by all but a few members.

   Does Ms. Rowley incorporate preparation for contests into her classroom activities (for example, preparation for written examinations in business vocabulary, or display, or advertising)? Does she encourage and supervise practice sessions (for example, in parliamentary procedure)?

   If the method she uses to familiarize students with contest opportunities is any indication, she probably does not provide this kind of help and guidance. She ought to do more than give students printed information to read and hope for the best. It is her responsibility to make sure students fully understand the rules and regulations of each contest, and the criteria to be used in judging them, and then to supervise their preparation. Selection of, preparation for, and participation in contests can provide real learning experiences for students if the club advisor helps to make it so.

3. Ms. Blank is enthusiastic, but misguided. One of her primary responsibilities is to follow the published rules, regulations, and criteria in judging contestants' performances. If the contest is to be fair, students must know what will be required of them, and they have a right to

expect that the information they have used in preparing for the event is accurate.

Ms. Blank should have reviewed the rating form before the contest (often, contest officials review these forms with the judges prior to the event), and then put aside her own biases in judging contestants' performances. If Ms. Blank thinks that the criteria for judging student work are badly conceived, she can work through the organization to revise the rules for next year's competition.

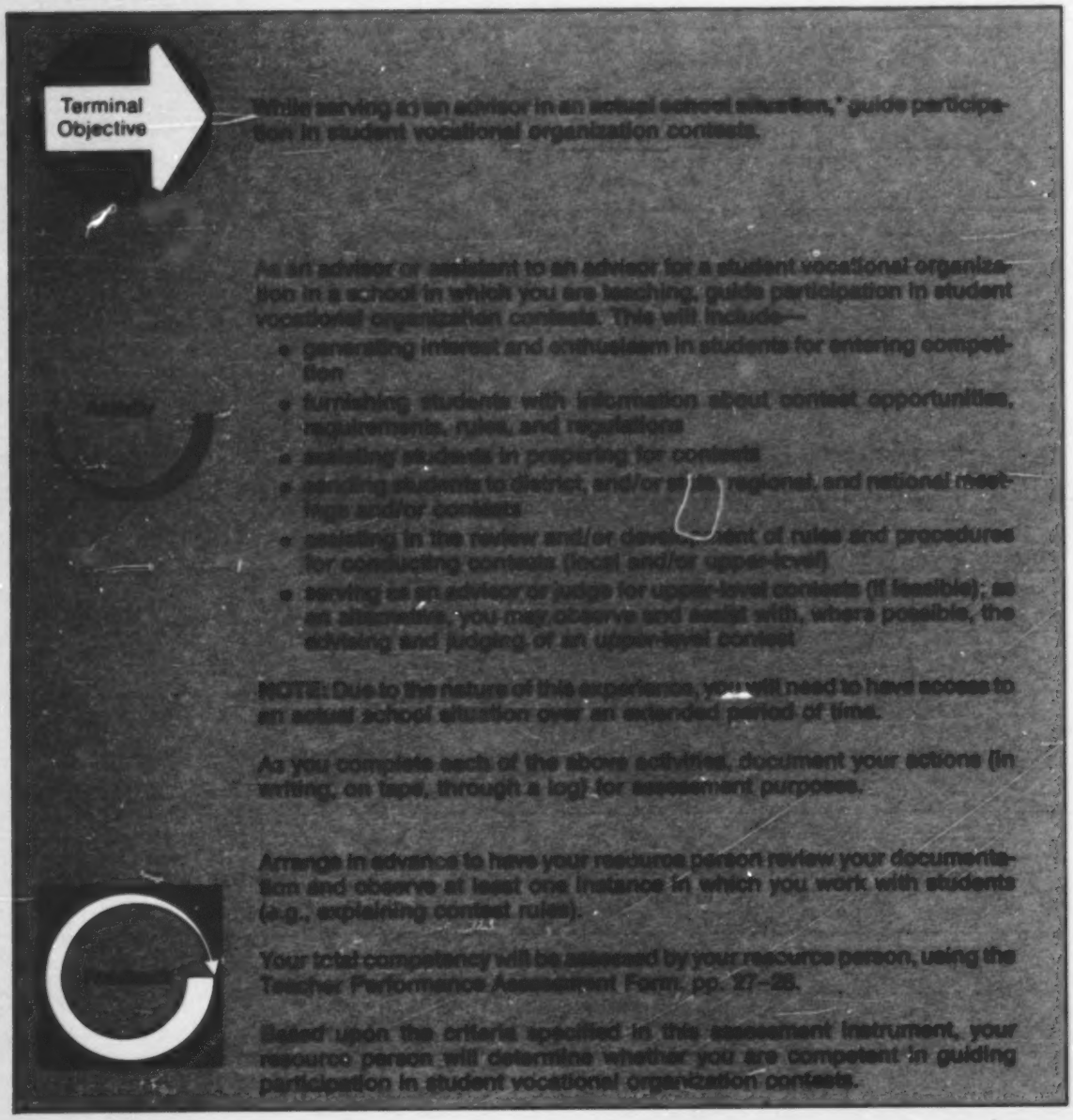
4. Mr. Sukola is to be commended for recognizing the contribution of these particular contests to achieving one of the important purposes of the organization: to develop interest and competence in various farming occupations. But he is incorrect in assuming that the other types of contests are less important in terms of occupational excellence or the goals of the student vocational organization. Becoming a **leader** in agriculture (or any other field) involves more than developing one's occupational skills. Among other things, it involves the ability to communicate, to cooperate, and to work for the improvement of the field (and the community) in general. Mr. Sukola's present approach to competitive activities fosters narrow specialization, rather than the full development of each member's potential.

LEVEL OF PERFORMANCE: Your completed critiques should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Guiding Participation in Student Vocational Organization Contests, pp. 7–12, or check with your resource person if necessary.

To ensure that you are thoroughly familiar with the content, rules, and regulations of the competitive activities offered by the student vocational organization in your service area, and to give you practice in explaining these activities to members, you may wish to role-play an advisor meeting with a group of club members (perhaps peers who are also taking this module) to discuss the various contests. You could audiotape this meeting for purposes of self-evaluation at a later time.

Learning Experience III

FINAL EXPERIENCE


Terminal Objective
While serving as an advisor in an actual school situation,* guide participation in student vocational organization contests.
As an advisor or assistant to an advisor for a student vocational organization in a school in which you are teaching, guide participation in student vocational organization contests. This will include—
• generating interest and enthusiasm in students for entering competition
• furnishing students with information about contest opportunities, requirements, rules, and regulations
• assisting students in preparing for contests
• assisting students to district, and/or state, regional, and national meetings and/or contests
• assisting in the review and/or development of rules and procedures for conducting contests (local and/or upper-level)
• serving as an advisor or judge for upper-level contests (if feasible); as an alternative, you may observe and assist with, where possible, the advising and judging of an upper-level contest
NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time.
As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.
Arrange in advance to have your resource person review your documentation and observe at least one instance in which you work with students (e.g., explaining contest rules).
Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28.
Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in guiding participation in student vocational organization contests.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Guide Participation in Student Vocational Organization Contests (H-6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In guiding participation in contests, the teacher:						
1. informed all members of the nature and classes of competition available	☐	☐	☐	☐	☐	☐
2. explained competition rules to students	☐	☐	☐	☐	☐	☐
3. encouraged all members to participate in some phase of competition	☐	☐	☐	☐	☐	☐
4. assisted students in selecting the contests to enter	☐	☐	☐	☐	☐	☐
5. assisted students in preparing contest entries, including:						
a. securing and submitting application and registration forms	☐	☐	☐	☐	☐	☐
b. reviewing with students the criteria to be used in judging entries	☐	☐	☐	☐	☐	☐
c. checking that all rules and regulations were being followed	☐	☐	☐	☐	☐	☐
d. incorporating contest preparation into classroom work	☐	☐	☐	☐	☐	☐
e. planning in advance arrangements for student participation in upper-level competition (e.g., travel, financing, housing, necessary materials, appropriate dress, etc.)	☐	☐	☐	☐	☐	☐
6. conducted a strong program of local competition, including:						
a. conducting contests to determine representatives at upper-level competition	☐	☐	☐	☐	☐	☐
b. providing local awards and recognition for outstanding achievement	☐	☐	☐	☐	☐	☐
7. coordinated all contest activities with school policy	☐	☐	☐	☐	☐	☐
8. assisted in the review and/or development of rules and procedures for conducting contests, including:						
a. analyzing the purposes of the contests	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
b. ensuring that rules and procedures were in agreement with legal and safety requirements	☐	☐	☐	☐	☐	☐
c. ensuring that contests were designed to contribute to student vocational organization purposes	☐	☐	☐	☐	☐	☐
9. served or assisted as an advisor or judge for district, state, regional, or national contests, including: a. reviewing the major purposes of the contests	☐	☐	☐	☐	☐	☐
b. informing contestants of the criteria used to judge their performance	☐	☐	☐	☐	☐	☐
c. following contest rules and regulations in judging contestants	☐	☐	☐	☐	☐	☐
d. applying the specific, published criteria in judging contestants	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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